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ABSTRACT

This manual is a reference guide for both student teachers and supervisory personnel involved with the Texas Woman's University Bilingual Education "Centro de Accion" (BECA) Program. The BECA program includes the following components in addition to the fulltime BECA undergraduate program: para-professional training program, graduate programs for teachers, teacher trainers, school supervisors, and administrators. The manual covers the following areas: (1) a description of the BECA program; (2) an overview of field experiences; (3) basic assumptions of the teacher-training program; (4) competencies for bilingual teachers; (5) the degree plan; (6) objectives of the professional sequence; (7) an outline of the BECA junior level program; (8) the senior, or student teacher, level program; (9) the role of the student teaching supervisory personnel; (10) samples of student teacher appraisal and assessment forms; and (11) an appendix containing the university's student teaching program policies. (AMH)

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BECA PROGRAM

HANDBOOK

Handbook for Student Teachers and Supervisory Personnel

Bilingual Education Centro de Acción Program
1980

Developed by

The Office of Bilingual Programs
Department of Curriculum and Instruction
Texas Woman's University
Denton, Texas

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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PREFACE

The material contained in this manual is designed to serve as a reference guide for both student teachers and supervisory personnel involved with the Texas Woman's University Bilingual Education Centro de Acción (BECA) Program. The manual is a preliminary prototype version of what we hope will later develop into a more complete description of training requirements and procedures for student teachers in bilingual education. Users of this manual are therefore encouraged to submit suggestions or comments on ways that we can improve our training approach and enhance the value and utility of the material.

There were a number of personnel who contributed generously in the preparation of this draft version of the handbook. Their contributions were based on personal experiences in bilingual education and research-supported knowledge specific to the preparation of teachers for elementary education. The personnel who participated in the writing of the manual were:

Ms. María Reyes, former Coordinator of the BECA Program
Dr. María Alicia Travelle, former Coordinator of the BECA Program
Dr. Don Whitmore, Associate Professor and Coordinator of the BECA Program
Ms. Norma Zamora, ESEA Title VII Administrative Assistant

Similarly, the editoral work of staff members from the T.W.U. Information Office and the National Dissemination

Center for Bilingual Education greatly improved the presentability of the material.

It is hoped that this manual will facilitate an understanding of the T.W.U. Bilingual Teacher Training Program and help guide the planning and conduct of classroom teaching experiences for our students.

Rodolfo Rodríguez
Associate Professor and
Director of ESEA Title
VII Programs
Texas Woman's University

December, 1980

BILINGUAL EDUCATION AND TEACHER TRAINING

Bilingual education has evolved in the United States as a legitimate field within the educational process almost entirely in the last twenty years, although precedents for such an approach to the linguistic and cultural needs of children date back to 1840. Clearly the strongest impetus for this field as it has developed since the 1960's is Title VII of the Elementary and Secondary Education Act of 1965 (as amended). Factors which contributed greatly to the passage of this major piece of legislation were an increasing influx of non-English speaking immigrants and refugees, such as Cubans; increased awareness of the educational problems of the many limited-English proficiency (LEP) persons already here; and the emerging concept of equal educational opportunity as a legal right, with definite implications for language minorities.

In responding to the need for state legislation supporting bilingual programs, the Texas Legislature in 1973 enacted Senate Bill 121. This legislation authorized the use of state funds for the development and implementation of bilingual programs in school districts with limited-English proficiency students. Specifically, the state program was designed to provide financial support for bilingual education to school districts having 20 or more LEP children in grades kindergarten through the third grade.

The expansion of bilingual programs in Texas and other states has created a parallel need for teachers trained in the pedagogical, linguistic, and cultural competency areas related to effective bilingual instruction. Teacher training institutions throughout the country have subsequently established bilingual teacher education programs.

The Texas Woman's University bilingual training program started in 1969 with the implementation of the original Title VII legislation. The BECA program is the hub of the total bilingual training effort which includes--in addition to the full-time BECA undergraduate program--the following components: paraprofessional training program, graduate programs for teachers, teacher trainers, school supervisors and administrators.

This handbook has been compiled to provide a description of the BECA program and the requirements associated with the university and field-based bilingual training experience.

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DESCRIPTION OF THE BECA PROGRAM

The major goal of the BECA Program is to provide students with comprehensive bilingual teacher training. The BECA program is based upon the belief that educational theory and methodology must be closely related to actual classroom experience. For this reason, BECA students spend two semesters in designated schools with bilingual programs (kindergarten through six-grade classrooms), during their two-year training period.

The following criteria are used in the recruitment and selection of program participants:

(1) Proficiency in Spanish and English

(2) Completion of approximately sixty college credits appropriate for meeting teacher-education and certification requirements.

(3) Completion of six semester hours in Spanish

(4) Genuine interest in working with culturally different learners and providing quality education for children of limited English proficiency

(5) Admission to the University.

Participants are selected for two regular academic years and the interim summer session (two terms).

The scheduling of the BECA Program was developed to provide continuous practical experience for the participants during their junior and senior years at the University. A new student begins her plan of studies on campus by enrolling full-time for classes during the fall of the junior year. During the spring

semester she is assigned to an approved public school with a bilingual program in the Dallas-Fort Worth metroplex where she spends approximately 300 clock hours in a bilingual classroom under the supervision of a selected cooperating bilingual teacher. There, she receives first hand experience in bilingual curriculum. In the evenings, the junior student attends classes that complement her field experience. The program continues through the interim summer session terms.

In the fall of the senior year, the student is assigned to do her official student teaching; her assignment is based on the teaching credentials she is pursuing. In addition to the practical experience in the classroom and during her assignment in the schools, the BECA participant during both the junior and senior years attends workshops, inservice training sessions, and field trips provided through the public schools' bilingual program. She attends university classes in the evening. The senior BECA's last semester is spent on campus where she works on completing the required courses necessary for graduation.

At the end of the two years, students who complete the requirements of the teacher education program receive a bachelor's degree and certification in elementary education with specialization in bilingual education. Students who upon entry to the program had less than 60 hours credit or have not completed basic education requirements may find it necessary to go beyond the period covered by the BECA Program. In such

cases, students are personally responsible for the financial arrangements necessary to complete graduation and certification requirements which are the same as those listed in the university catalog for all students.

Students who meet the requirements for the BECA Program receive financial assistance through an ESEA Title VII grant (assistance contingent on funding). The amount awarded normally covers tuition, fees, books, and a monthly stipend.

OVERVIEW OF FIELD EXPERIENCES FOR BECA PROGRAM PARTICIPANTS

Scheduling of field experiences is on an alternating full-semester basis, with each group scheduled to approximately 400 clock hours in their assigned schools.

JUNIOR-LEVEL BILINGUAL PRACTICUM

During the fall semester, the new participants in the program are on campus at the university for full-time study. They are enrolled in teacher-education courses designed to better prepare them for the classroom instructional responsibilities they will assume in the spring semester.

A minimum of four half days of observation in the bilingual project schools is provided for these students during the fall semester.

Full-time practical teaching experiences for this group usually begin in mid-January, after the start of the spring semester, and continue for approximately 12 weeks. These students follow the university calendar. Each student follows the daily schedule designated in her assigned project school, Monday through Friday, and participates in any scheduled staff-development sessions, home visits, and other activities, such as open house.

During the semester when these students are assisting teachers in the public schools, they are enrolled in courses at the university to support and improve their classroom experiences. Each junior student receives six credit hours for her field experiences during this semester.

SENIOR-LEVEL STUDENT TEACHING

Presently, full-time student-teaching experiences for the senior students usually occur in the fall semester. Each student follows the daily schedule designated in her assigned project school, Monday through Friday, and participates in any scheduled staff-development sessions, home visits, and other activities, such as open house.

During the spring semester, the senior students are on campus at the university completing their degree and certification requirements for graduation in May or August.

BASIC ASSUMPTIONS OF THE BECA TRAINING PROGRAM

Major assumptions of the Texas Woman's University bilingual program are delineated below.

(1) The cultural diversity inherent in our country's multiethnic population is a positive human resource basic to the educational process in a pluralistic society, i.e., a society in which people can give concrete expression to a multiplicity of different, even incompatible values.

(2) The Mexican American population in the United States is a complex and diverse group. This assumption rejects stereotypes or any educational model based on static concepts of the culture.

(3) Bilingual education programs should not be based on compensatory education models which presume cultural deficiencies in meeting the needs of linguistically and culturally different children.

(4) Competencies traditionally required for elementary school teachers are not sufficient for teachers in a bilingual environment.

(5) Performance-based teacher education and multicultural education are valuable strategies for preparing school personnel.

(6) The quality of teacher education programs can be strengthened through the integration of theory with practice in field-based settings.

(7) Meaningful participatory roles in education by parents can produce beneficial effects on their children's academic achievement.

The foregoing basic assumptions of the BECA program helped guide the selection of the competencies as listed in the following section. A valuable source of reference in the selection of these competencies was the Guidelines for the Preparation and

Certification of Teachers of Bilingual/Bicultural Education.[1]

[1]Center for Applied Linguistics, Guidelines for the Preparation and Certification of Teachers of Bilingual/Bicultural Education (Arlington, Va.: CAL, 1974).

COMPETENCIES FOR BILINGUAL TEACHERS

I. LANGUAGE COMPONENT

The Bilingual-Bicultural Program participant demonstrates the ability to understand, speak, read and write in the languages and within the cultures of both the home and the school. The ability will include adequate control of pronunciation, grammar, vocabulary, and regional, stylistic, and nonverbal variants appropriate to the communication context.

1.00 The Nature of Language:

The Bilingual-Bicultural Program participant understands basic concepts regarding the nature of the language. The participant:

1.01 recognizes, accepts, and respects the language variety of the home and a standard variety as valid systems of communication, each with its own legitimate functions;

1.02 understands the nature and the need of bilingualism and the process of becoming bilingual;

1.03 demonstrates knowledge of the formal structure of language: phonologically, morphologically, and syntactically;

1.04 identifies and understands structural differences between the child's first and second languages, recognizing areas of potential interference and positive transfer;

1.05 understands that no language is superior or better than any other;

1.06 recognizes, accepts and respects that language is a means of self-identification;

1.07 values and accepts the code switching technique the child uses in order to motivate communication.

Courses designed to meet these competencies:

ENG. 3373 - Contrastive Linguistics
EDCI 3453 - Teaching a Second Language

2.00 Language Acquisition

The Bilingual-Bicultural Program participant designs and implements instructional strategies that demonstrate knowledge of first and second-language acquisition. The participant:

2.01 carries out instruction in all areas of the curriculum, using a standard variety of both languages;

2.02 describes children's acquisition of their first language;

2.03 describes children's acquisition of their second language;

2.04 demonstrates the ability to evaluate individual language-learning needs and to utilize effective testing methods and procedures in a bilingual-bicultural situation;

2.05 designs instructional strategies that provide for linguistic variations of learners;

2.06 facilitates the development of skills in the first and second languages of children through a variety of teaching strategies such as language drill games and songs, and by using the students' own experiences and other reinforcement activities;

2.07 understands and utilizes the applied linguistic technique in the teaching of language - English and/or Spanish;

2.08 researches, understands, and uses vocabulary frequency lists (recuentos del vocabulario), available in both languages.

Courses designed to meet these competencies:

EDCI 3453---Teaching a Second Language
EDCI 3113---Elementary Curriculum for the Ethnically and Culturally Different

3.00 Spanish and English Proficiency.

The Bilingual-Bicultural Program participant demonstrates written and oral proficiency in formal Spanish and English. The participant:

3.01 demonstrates audiolingual proficiency in Spanish and English (formal and informal versions of the language);

3.02 expresses concepts conversationally in the child's and the adult's social setting and in the domains of the subject-matter areas;

3.03 reads in academic/formal Spanish and English;

3.04 writes in academic/formal Spanish and English;

3.05 understands the regional variations of the Spanish language which are used locally.

Courses designed to meet these competencies:

ENG. 3373---Contrastive Linguistics
SPAN. 3113---Spanish for Teachers of Bilingual Education
SPAN. 3123---Spanish for Teachers of Bilingual Education
SPAN. 4113---Bilingual-Bicultural Studies for Teachers
SPAN. 4123---Bilingual-Bicultural Studies for Teachers

II. FOUNDATIONS COMPONENT

The Bilingual-Bicultural Program participant demonstrates a clear understanding of the philosophy of bilingual/multicultural education, its goals, objectives, and various models at the national, state, and local levels. He/she demonstrates knowledge of the national, state, and local legislative mandates, policies, and procedures for implementation.

4.00 Foundations of Bilingual-Bicultural Education:

The Bilingual-Bicultural Program participant understands the rationale and historical perspective of bilingual education, legislative and court mandates affecting it, and both national and state policies and procedures.

The participant:

4.01 develops an understanding of the development of bilingual education in this country;

4.02 develops a sound rationale for bilingual/multicultural education;

4.03 becomes knowledgeable about legislative and court mandates affecting bilingual education at the national, state, and local levels;

4.04 develops an awareness and familiarity with current journals, magazines, and periodicals treating issues, developments, and research in the field of bilingual/multicultural education;

4.05 develops an understanding of the state guidelines and policies for bilingual education;

4.06 familiarizes herself with a variety of language-assessment instruments to determine language proficiency and entrance and exit criteria for bilingual programs;

4.07 participates in organizations supporting bilingual education and attends bilingual meetings, conferences, and workshops whenever possible.

Courses designed to meet these competencies:

EDFD 3643---Bilingual-Bicultural Education

III. CURRICULUM COMPONENT

The Bilingual-Bicultural Program participant identifies current biases and deficiencies in existing curriculum and in both commercial and teacher-prepared materials of instruction. Materials should be evaluated in accordance with the following criteria: (a) suitability in regard to students; language proficiencies and cultural experiences; (b) provision and respect for linguistic and cultural diversity; (c) objectives, scope, and sequence of the materials in terms of content areas; and (d) students' reactions to materials.

5.00 Curriculum Development and Evaluation:

5.01 develops an awareness of projects involved in developing materials throughout the state and nation;

5.02 develops a scope and sequence which is to include objectives and activities for a specific grade level geared to linguistically and culturally different learners;

5.03 researches and selects culturally relevant supplementary materials;

5.04 plans and utilizes community resources as a valuable source of knowledge in the development of curriculum.

Courses designed to meet these competencies:

EDCI 3113---Elementary Curriculum for the Ethnically and Culturally Different
EDFD 3643---Bilingual-Bicultural Education

6.00 Instructional Objective:

The Bilingual-Bicultural Program participant defines and writes instructional objectives which are stated in terms of pupil behavior and reflect relevant needs of the pupil. The participant:

6.01 defines objectives which clearly indicate the type of terminal behavior that is expected;

6.02 defines objectives which are understood by pupils;

6.03 states behavior in objectives of sufficiently high ceiling to encourage pupil growth;

6.04 understands the correlation that exists between objectives and evaluation.

Courses designed to meet these competencies:

EDCI 3113---Elementary Curriculum for the Ethnically and Cultural Different
EDFD 3113---Learning and Measurements
EDCI 4913---Junior Bilingual Practicum
EDCI 4313---Student Teaching in the Elementary School
EDCI 4323---Student Teaching in the Elementary School--Bilingual

IV. INSTRUCTION COMPONENT

The Bilingual-Bicultural Program participant applies teaching strategies appropriate to distinct learning modes and developmental levels of all students, taking into consideration how differences in culture affect these and other learning variables.

7.00 Teaching in the Content Areas:

The Bilingual-Bicultural Program participant teaches major content areas of the curriculum, using standard versions of English and Spanish. The participant:

7.01 demonstrates knowledge of the basic concepts from the content areas: the sciences, mathematics, social studies;

7.02 structures learning experiences from the content areas that allow and encourage pupil exploration and discovery;

7.03 Utilizes appropriate terminology from the content areas;

7.04 Effectively uses techniques of teaching English as a second language.

8.00 Teaching Methods:

The Bilingual-Bicultural Program participant uses appropriate methods and materials to implement instructional objectives. The participant:

8.01 demonstrates enthusiasm and involvement in the teaching process;

8,02 demonstrates clarity in presentations, explanations and descriptions of concepts;

8.03 demonstrates variety in methods of presentations, types of explanations, selection of media, mode and structuring of learning experiences;

8,04 Uses grouping techniques in order to meet the needs of L.E.P. (Limited English Proficiency) students;

8.05 Uses a variety of reinforcement techniques;

8.06 demonstrates the ability to effectively organize and plan specific lessons in the curriculum area;

8.07 uses basic methods best suited to the teaching of reading, language arts, mathematics, social studies and science;

8.08 uses and acknowledges student's ideas and contributions;

8.09 structures over views and reviews of the lessons taught;

8.10 uses effective questioning techniques of varied levels, high cognitive to low cognitive;

8.11 varies levels of difficulty of instruction;

8.12 probes students for answers and explanations;

Courses designed to meet these competencies:

EDCI 4913---Junior Bilingual Practicum
EDCI 4903---Junior Reading Lab
EDCI 4323---Student Teaching in Elementary Bilingual School
EDCI 4913---Senior Reading Lab
EDCI 3113---Elementary Curriculum for the Ethnically and Culturally Different
EDCI 3323---Methods of Teaching Science in Elementary School
EDCI 3363---Geography and other Social Studies
EDCI 3303---Methods of Teaching Math in Elementary School
EDCI 3413---Methods of Teaching Reading

V. CULTURE COMPONENT

The Bilingual-Bicultural Program participant demonstrates knowledge and proficiency in the anthropological, sociological, psychological, historical, and aesthetic aspects of the cultures Mexican Americans and other culturolinguistic groups.

9.00 The Concept of Culture:

The Bilingual-Bicultural Program participant demonstrates knowledge of the theory and concept of culture. Also---

9.01 fully understands and learns the attributes of Mexican American culture and objectively differentiates it from the culture of poverty;

9.02 identifies the various components of culture;

9.03 knows the effects of cultural and socioeconomic variables on the student's learning styles (cognitive and affective) and on the student's general level of development and socialization;

9.04 responds positively to the diversity of behavior involved in multicultural environments;

9.05 emphasizes and responds to the unique cultural behavior and socialization processes of linguistically and culturally different learners;

9.06 develops awareness in the learner of the value of cultural diversity;

9.07 assists children to maintain and extend identification with and pride in the mother culture;

9.08 recognizes both the similarities and differences between Anglo-American and other cultures and the potential conflicts and opportunities that they may create for children;

9.09 understands, appreciates, and incorporates into activities, materials, and other aspects of the instructional environment the following: (a) the culture and history of the group's ancestry; (b) the contributions of the group to the history and culture of the United States; (c) contemporary life-style(s).

Courses designed to meet these competencies:

EDFD 3033---Understanding the Culturally Different Learner
SOC 3193---The Mexican American in Contemporary Society
SOC 3093---Minorities in the United States
PSY 2403---Individual and Group Differences
EDCI 3113---Elementary Curriculum for the Ethnically and Culturally Different

VI. ASSESSMENT COMPONENT

The Bilingual-Bicultural Program participant identifies, selects, adapts, and develops formal and informal assessment procedures, utilizing the appropriate linguistic and cultural background experiences of the child.

10.00 Assessment Techniques:

The Bilingual-Bicultural Program participant recognizes potential linguistic and cultural biases of existing assessment instruments and procedures when prescribing a program for the learner. The participant:

10.01 utilizes continuous assessment as part of the learning process;

10.02 interprets diagnostic data for the purpose of prescribing instructional programs for the individual;

10.03 uses assessment data as the basis for program planning and implementation;

10.04 familiarizes herself with a variety of existing needs assessments available in the particular area.

11.00 Language Domains:

The Bilingual-Bicultural Program participant determines the language dominance of the learner in various domains of language use, both oral and written. The participant:

11.01 uses assessment results to determine teaching strategies for each learner;

11.02 identifies areas of proficiency (oral and written: vocabulary, syntax, phonology) in the learner's first and second language;

11.03 learns to select appropriate testing instruments to determine language proficiency.

Courses designed to meet these competencies:

EDFD 3643--Bilingual-Bicultural Education
EDCI 3113--Elementary Curriculum for the Ethnically and Culturally Different
EDCI 3453--Teaching a Second Language

VII. HOME AND COMMUNITY COMPONENT

The Bilingual-Bicultural Program participant describes and utilizes elements in the family and in the community which promote learning in children.

12.00 Parental Involvement:

The Bilingual-Bicultural Program participant develops basic awareness concerning the importance of parental and community involvement for facilitating the learner's successful integration to his/her school environment. The participant:

12.01 facilitates the basic contacts and interaction between the learner's family and the school;

12.02 involves parents in at least two school meetings during the semester;

12.03 utilizes the ideas and praises the contributions that parents make to the school;

12.04 asks parents for volunteer assistance in the classroom.

13.00 Sociological Foundations:

The Bilingual-Bicultural Program participant acquires a knowledge of the patterns of child rearing represented in the families of the learners so as to better understand the background of the learners' behaviors in the classroom.

Courses designed to meet these competencies:

EDCI 4193--Junior Bilingual Practicum
EDCI 4323--Student Teaching in the Bilingual Elementary School
EDFD 3033--Understanding the Culturally Different Learner
EDCI 3113--Elementary Curriculum for the Ethnically and Culturally Different

VIII. CLASSROOM MANAGEMENT COMPONENT

14.00

The Bilingual-Bicultural Program participant demonstrates skill and ability in effectively managing a classroom environment that is conducive to learning. The participant:

14.01 utilizes motivational techniques;

14.02 plans and schedules learning experiences efficiently;

14.03 stimulates students ideas and uses them to expand on concepts;

14.04 provides a stimulating and relaxed classroom environment which is under control at all times;

14.05 develops self-discipline in pupils;

14.06 arranges classroom furniture, equipment, and materials in a manner that encourages exploration, facilitates individualized instruction and allows different size grouping patterns;

14.07 encourages pupil expressions and independent learning;

14.08 utilizes all possible resources as aides to achievement--such as counselors, diagnosticians, librarians, consultants, parents, etc.;

14.09 furnishes a variety of multi-level instructional materials;

14.10 encourages student-directed activities.

Courses designed to meet these competencies:

EDFD 3033--The Ethnically and Culturally Different Child
EDFD 3643--Bilingual-Bicultural Education
EDCI 3113--Elementary Curriculum for the Ethnically and Culturally Different Learner
EDCI 3453--Teaching English as a Second Language
EDCI 3413--Methods in Teaching Reading

THE DEGREE PLAN

The Bilingual Education Centro de Acción (BECA) Program consists of a plan of study that when successfully completed will result in the attainment of a bachelor's degree in Elementary Education with Bilingual Education as the area of specialization, Spanish as the second teaching field and a provisional certificate by the state of Texas.

The minimum amount of specified college credit hours that a student must successfully complete are 130. BECAs have the opportunity to choose the areas of Reading or Early Childhood as their second teaching field by following a specified plan consisting of additional specialized courses in those areas.

Students that select Reading as their second teaching field may earn a Reading Certificate and students that select Early Childhood may earn a Kindergarten Endorsement by the state.

All students completing the BECA Program must have 46 college credit hours of academic foundations from an accredited college or university, 33 credit hours from the area of specialization which is Bilingual Education, 12 credit hours from the combination area of arts, humanities and/or social sciencies, 12 credit hours from the professional education area, 12 credit hours of elementary methods courses and 6 credit hours of student teaching.

This plan of study has been approved by the Texas Education

Agency and college review boards as well as being an integral part of the University's College of Education.

Course numbers, titles and corresponding credit hours are listed in detail in the following pages. A suggested schedule for the attainment of these courses during the junior and senior years is also included.

Texas Woman's University
College of Education

ELEMENTARY EDUCATION, PLAN II, WITH BILINGUAL EDUCATION AS THE ACADEMIC SPECIALIZATION, PROVISIONAL CERTIFICATE

1. Academic Foundations — 46 S.H.

English 1013, 1023, 2013, 2023	12 S.H.
History 1013 and 1023	6 S.H.
Government 2013 and 2023	6 S.H.
Six semester hours from one of the following: Science of Mathematics	6 S.H.
Spanish	6 S.H.
Physical Education	4 S.H.
Speech or Fine Arts	3 S.H.
Three semester hours from one of the following: Sociology* or Economics	3 S.H.

*May be satisfied by Sociology 3093-Minorities in the United States, or Sociology 3193-The Mexican American in Contemporary Society.

2. Academic Specialization — 33 S.H.

PSY 2403-Individual and Group Differences	3 S.H.
EDFD 3643-Bilingual-Bicultural Education	3 S.H.
EDCI 3453-Teaching a Second Language	3 S.H.
EDCI 3113-Elementary Curriculum for the Ethnically and Culturally Different Learner	3 S.H.
EDCI 4913-Ind. Study: Junior Reading Lab.	3 S.H.
EDCI 4913-Ind. Study: Junior Bilingual Prac.	3 S.H.
ENG 3373-Contrastive Linguistics (includes treatment of comparative linguistics)	3 S.H.
SPAN 3133-Spanish for Teachers of Bilingual Education (includes Spanish Lang. Arts)	3 S.H.
SPAN 3143-Spanish for Teachers of Bilingual Education (includes Spanish Lang. Arts)	3 S.H.
SPAN 4133-Bilingual-Bicultural Studies for Teachers of Spanish-speaking students	3 S.H.
SPAN 4143-Bilingual-Bicultural Studies for Teachers of Spanish-speaking students	3 S.H.

3. Combination Area — 12 S.H.

Math or Science (whichever was not taken in the Academic Foundations)	3 S.H.
SOCI 3093-Minorities in the United States OR	
SOCI 3193-Mexican American in Contemporary Society	3 S.H.
EDCI 3413-Methods of Teaching Reading	3 S.H.
AND	
Three semester hours from the following:	3 S.H.

ART 3033 or 3043-Arts for the Elementary Education Major
LS 3013-Library Materials for Children
MUS 2613-Fundamentals of Music
SOCI 3283-Principles of Geography
PHED 2573-Guidance of Children through P.E. Activities
HEED 3373-Health Education for the Elementary School
EDFD 4643-Education of the Disadvantaged Learner

4. Professional Education — 12 S.H.

EDFD 3033-The Ethnically and Culturally Different Learner	3 S.H.
EDFD 3503-Instructional Materials and Equipment	3 S.H.
EDFD 3133-Learning and Educational Measurement (with special treatment of the assessment of children with limited English-speaking ability)	3 S.H.
EDFD 3813-Survey of Exceptional Child OR	
EDSE 10.3-Intro. to Special Education	3 S.H.

5. Elementary Methods — 12 S.H.

EDCI 3323-Methods of Teaching Science in the Elementary School	3 S.H.
EDCI 3363-Geography and other Social Studies: Elementary	3 S.H.
EDCI 3303-Methods of Teaching Mathematics in the Elementary School	3 S.H.
EDCI 3443-Problems in Teaching Reading	3 S.H.

6. Student Teaching 6 S.H.

EDCI 4313-Student Teaching in the Elementary School 3 S.H.
EDCI 4323-Student Teaching in the Elementary School: Bilingual 3 S.H.

7. Second Teaching Field (Spanish)

Six hours from Academic Foundations above 1013-1023 6 S.H.
Twelve hours from Academic Specialization (six hours advanced) 6 S.H.

8. Electives 0-9 S.H.

Total min. hrs. 130

May choose the following:

9. Second Teaching Area

Reading with Reading Certificate

EDCI 3413-Methods Tch. Reading (combo area)
EDCI 3443-Problems in Tch. Reading (Prof. Ed.)
EDCI 4913-Ind. Study: Jr. Reading Lab
EDCI 4913-Ind. Study: Sr. Reading Lab.
EDCI 4463-Diag. and Remedial Reading
EDCI 3463-Teaching Reading Content Areas
EDCI 4913-Reading Clinic (on campus)

Total 21 hrs.

Early Childhood with Kindergarten Endorsement

EDCI 3453-Teaching a Second Lang. (Sub. EDCI 3653)
EDCI 4303-Student Teaching Kinder. (Sub. EDCI 4313)
EDCI 3623-Principles and Practices
EDCI 3643-Kinder. Teaching & Materials

Total 12 hrs.

BECA

Elementary Education Plan II

Bilingual Endorsement

*Suggested schedule for BECA students

JUNIOR YEAR

Fall	Spring	Summer I	Summer II
EDCI 3113 Biling. Curr.	+EDCI 4913 Jr. Bil. Pract.	EDCI 3323 Methods in Science	EDFD 3503 Ins. Mat. Equip.
EDFD 3643 Biling. Educ.	+EDCI 4913 Jr. Rdng. Lab	EDCI 3303 Methods in Math	EDFD 3813 Survey of Exc.chil
SPAN 3133	SPAN 3143		or
PSYCH 2403	EDCI 3453 ESL		EDSE 1013 Intro. to Spec. educatio
EDFD 3033 Underst. Cult. Dif. Lrnr.	EDCI 3413 Methods of Tchng. Rdng.		
EDFD 3133 Learn. & Meas.			
18 hours	15 hours	6 hours	6 hours

+ Field experience in bilingual school

* This schedule does not include:
Reading certificate
Kindergarten endorsement

BECA

Elementary Education Plan II

Bilingual Endorsement

*Suggested schedule for BECA Students

SENIOR YEAR

Fall		Spring	
+EDCI 4313	Stud. Tech. Elem.	SPAN 4143	
+EDCI 4323	Stud. Tech. Bil.	EDCI 3443	Prob. in Tchg. Rdg.
+EDCI 4913	Rdg. Lab	ENG. 3373	
SPAN 4133		SOCI 3093/3193	
EDCI 3363	Methods Soc. Stu.		
		From Combo Area:	3 hrs.
15 hours		15 hours	

+ Field experience in bilingual school

* This schedule does not include:
Reading certificate
Kindergarten endorsement

OBJECTIVES OF THE PROFESSIONAL SEQUENCE

The program subscribes to the concept of the teacher as a facilitator of learning. More specifically, the goal of the undergraduate program in elementary education is to provide prospective elementary teachers the opportunity to do the following:

1. Develop academic knowledge in the liberal arts and the behavioral sciences

2. Attain in-depth understanding in at least one subject field or specialization

3. Develop competence in organizing and interpreting content, demonstrated by the ability to (1) specify instructional goals, (2) assess individual learner achievement, (3) diagnose specific learning problems of children, and (4) prescribe instruction and guide learning activities

4. Develop an understanding of and respect for the knowledge base of the profession

5. Refine professional knowledge and competencies through laboratory and clinical experiences

6. Develop competence in the use of instructional media and resources in guiding learning activities

7. Attain competence in the creation of a classroom climate in which both normal and exceptional children find acceptance conducive to the development of a positive self-concept

8. Evaluate personal strengths and weaknesses and develop personal teaching styles within a framework of an appropriate instructional system

9. Develop understanding and appreciation of scientific methods of investigation and their application to teaching and the discovery of relevant knowledge

10. Develop personal competence in independent inquiry and study processes by completing projects

11. Develop skill in interacting positively with students and colleagues and the capability to recognize and

accept personal strengths and weaknesses as well as the varying abilities of others

12. Develop the ability to recognize the need for and work productively toward appropriate educational change

13. Understand the school as a potential social force which depends on dedicated and competent teachers who, through their professional efforts, can help bring about positive social conditions

14. Demonstrate basic instructional skills appropriate to learners in grades K-6 with various backgrounds and abilities, and in specific instructional areas of the elementary curriculum

15. Demonstrate a basic understanding of the body of knowledge about teaching and learning that should be the basis for effective performance for teachers

16. Demonstrate problem-solving and decision-making skills, especially as they relate to educational and instructional situations

BECA JUNIOR LEVEL PROGRAM

The Junior BECA Students

The junior students assume the role of junior interns in their assigned classrooms, under the direct supervision of the cooperating teachers. The students' role is that of assisting the classroom teacher in carrying out instructional functions. The students perform a wide variety of tasks, many of which are unique to their position.

JUNIOR-LEVEL BILINGUAL PRACTICUM

The purpose of the Junior Level Laboratory Experience is to provide the student with preliminary entry skills in bilingual education through direct involvement in state-approved bilingual classrooms. This experience enables the prospective teacher to develop specific competencies in bilingual education and acquire critical classroom-management skills. In addition, the junior classroom experience allows the student an opportunity to observe, discover, and implement effective teaching skills and techniques. This pre-student-teaching laboratory experience facilitates entry into senior-level student teaching and greatly enhances the student's chances of successful performance.

The junior and senior semesters of classroom experience provide the student with a realistic understanding of the responsibilities as well as the rewards that are part of the teaching profession.

The junior bilingual education major enrolls in the university for full-time course work during the fall semester. She participates in teacher-education courses designed to better prepare her for the classroom instructional responsibilities to be assumed during the spring semester.

The junior student receives six credit hours for the field experience during the semester. In addition to the full-time learning experience in the public schools, the student enrolls in other university courses to support and improve her classroom experience.

Full-time practical teaching experiences begin sometime in January, at the start of the spring semester, and continue for approximately twelve weeks or 300 classroom hours. During that period, the student follows the Texas Woman's University calendar, observing university-scheduled holidays along with other activities required by the university. In her assigned project school, the student follows the designated daily schedule Monday, Wednesday, Friday. Whenever possible, she participates in any scheduled staff-development sessions, home visits, and other activities.

THE ROLE OF THE JUNIOR BECA STUDENT

The teaching practicum should be a continuous exploration and examination of educational practices. It should not necessarily be an occasion to "teach as we were taught" or to emulate the "experienced teacher." It should be an experience of supervised and analyzed responsibility.

It is assumed that the student teacher is trained in contemporary curriculum and versed in professional ethics. What she can hope to gain from a teaching practicum is an insight to the learning experience, dealing with real children.

The neophyte teacher's observation must be attuned to psychological factors in order that she may see how learning occurs, i.e., how the cooperating teacher establishes rapport with the student so that both teacher and student can communicate and learn.

The student teacher is advised to observe techniques and then establish her own on the basis of what she has seen, experienced, and learned.

In order that the practicum be a pleasant, profitable, and worthwhile experience, there are certain responsibilities commonly expected of the student teacher.

1. Be punctual and dependable.
2. Dress in a manner appropriate to the dignity of the teaching profession.
3. Become familiar with school policies that relate to your responsibilities.
4. Become familiar with the school's curriculum program.
5. Approach each teaching day rested, relaxed, and physically alert.

6. Cultivate a good voice quality (a pleasant voice can be an asset in discipline and in student teacher relationships).
7. Be willing to work; show an appreciation of and be receptive to constructive criticism.
8. Become familiar with professional organizations; learn the profession as well as the job.
9. Exhaust all sources of materials offered by the school.
10. Be responsible for knowing how to operate all audiovisual equipment.
11. Insofar as possible, get to know the community--its values, socioeconomic standards, etc.
12. Get involved in extracurricular activities (PTA and other parental-involvement activities, school programs, social functions, and so on.
13. Assist in the maintenance of the classroom physical facilities (instructional bulletin boards, etc.).
14. Inform the supervising teacher, principal, and all other necessary personnel as soon as possible in the event of necessary absence.
15. Participate in in-service functions as they are made available through the university or the public schools.

*Remember that the host school and cooperating teacher are providing a professional courtesy and expect only courtesy and common sense in return.
Defer your criticism of teachers and their practices until after you have been teaching for at least an effective and successful year (after you "have walked a mile in their shoes").

RESPONSIBILITIES OF THE JUNIOR BECA STUDENT

Preprofessional junior students have come to play a special role in the bilingual setting. The great majority of them become an important link between home and school, for they represent the same ethnic background, value the same customs and traditions, and speak the same language as the children.

The list of tasks which follows, and which these students may perform, is meant to be comprehensive but not exhaustive. No single preprofessional student should be expected to perform all of these tasks; her duties should be determined by needs as perceived by her assigned elementary school and classroom. It is, however, recommended that each student be given the opportunity to carry out some instructional responsibilities using the English language, as well as some instructional responsibilities using the Spanish language as a medium of instruction.

The following list is divided into three broad categories of tasks and duties: one, those which are directly related to working with children; two, those which provide services for teachers; and three, those which are mainly clerical, or supervisory in nature. Those tasks marked with an asterik (*) are those considered to be most essential to the student's training.

In all cases, the junior students are expected to work under the direct supervision of the classroom teacher to perform those tasks prescribed by the teacher.

AREAS OF EMPHASIS DURING THE SEMESTER

1. Language Arts
   - English Reading
   - Spanish Reading
   - Second-Language Instruction (ESL and SSL)

II. Instructional Materials and Equipment
   - Operation of Classroom Equipment
   - Teaching Aids
   - Bulletin Boards

Duties which are directly related to working with children:

1. Supervising and assisting with seatwork
*2. Working with a child in need of special attention (one-to-one relationship)
*3. Taking charge of a small group which is working on a special project while the teacher works with another group
*4. Assisting the teacher in teaching the children songs, games, rhymes, and finger plays in English
*5. Assisting the teacher in teaching the children songs, games, rhymes, and finger plays in Spanish
*6. Reading to children in English
*7. Reading to children in Spanish
*8. Conducting oral drills in English or Spanish
9. Assisting individuals in writing
10. Conducting vocabulary reviews from the current reading assignments
*11. Assisting the teacher in tutoring children who have been absent, who are recent transfers, or who have an individual problem (with the second language, in particular)
12. Translating from English to Spanish the concepts which are presented to the pupil
*13. Listening to a reading group read in English/Spanish
*14. Conducting math drills (flash cards, etc.)
*15. Conducting reading vocabulary and phonics drills
*16. Conducting review and reinforcement exercises after teacher's presentations in either English or Spanish
*17. Conducting educational games as specified by the teacher
18. Making booklets of the stories the pupils have told
19. Helping pupils create plays and games in English and Spanish
*20. Teaching a pupil a skill or concept from the content area in English/Spanish
*21. Teaching a small group of pupils a skill or concept from the content area
*22. Under direct supervision of the cooperating teacher, teach a skill or concept to a large group in either English or Spanish
*23. Evaluate effectiveness of instruction immediately following teaching a skill or concept.

Duties which provide services for teachers:

*1. Planning with the help of the teacher
*2. Operating audiovisual equipment
3. Taking responsibility for the class for a few minutes when the teacher is called away or takes a break
*4. Collecting enrichment or resource materials
5. Running errands associated with teaching duties

*6. Grading papers
*7. Checking attendance
*8. Reading announcements, etc., to the class, in both languages
*9. Recording test data
*10. Collecting fees
*11. Maintaining the children's experience charts in English or Spanish
12. Acting as an interpreter in communications between the parents and the teacher (or principal)--translating notes, letters, conversations, etc., from English into Spanish and vice versa.

Duties which are mainly clerical, or supervisory in nature:

1. Sharing playground and hall duties (A certified teacher must always be present when the student teacher shares playground duty)
2. Running duplicating machines and preparing duplicated materials
*3. Preparing bulletin-board materials and putting up bulletin boards in English or Spanish
4. Helping with classroom housekeeping tasks (arranging displays, straightening cupboards, cleaning up work areas, sharpening pencils, etc.)
*5. Preparing and supervising work areas (mixing paints, arranging materials for accessibility, etc.)
6. Taking pupils to and from various places in school (lunchroom, nurse's office, principal's office, bathroom, etc.)
*7. Assisting the teacher in preparing for and supervising children on field trips, in the lunchroom, or in class parties
*8. Constructing learning centers, games or other concrete learning devices under the teacher's direction, in English or Spanish
9. Assembling booklets for children; stapling, punching, or organizing a child's material or work
*10. Preparing audiovisual materials in English or Spanish (such as charts)
*11. Gathering materials available from the library or other materials centers, such as pictures, trade books, or filmstrips for the teacher to use in teaching a particular unit
*12. Setting up and returning recordings, films, filmstrips, and other audiovisual materials within school facilities
*13. Distributing supplies and books to the children
14. Supervising the washroom

15. Assisting the teacher in gathering (from school office, etc.), preparing, and arranging supplies and materials for future use in the classroom; taking inventory of and storing materials and equipment

*16. Recording information in children's folders, report cards, etc.

SUGGESTED SCHEDULE FOR JUNIOR-LEVEL BILINGUAL PRACTICUM

The junior student's first week in her designated school is set aside as a period of observation, although during this period it is suggested that she be assigned a few classroom responsibilities (roll check, shared cafeteria duties, afternoon dismissal duties, bulletin board, etc.). The student is urged to carefully observe other teachers during this important initial week, both above and below her assigned grade level.

FIRST WEEK:

1st day:	Observe in assigned classroom.
2nd & 3rd days:	Observe other classrooms of the same level and other levels, spending 1½ hours to a half day in each.
4th & 5th days:	Become acquainted with school facilities. Learn the students' names in the assigned classroom. Help in the assigned classroom with opening exercises, cafeteria duties, and afternoon dismissal. Become familiarized with teaching materials used in the assigned classroom. Become acquainted with classroom schedule.

SECOND WEEK:

Become involved in supervising or conducting small-group activities.
Tutor individual students.
Read stories.
Help with classroom management

THIRD WEEK:

Continue tutoring individual students.
Conduct small-group activities.
Perform any other duties that are assigned by the cooperating teacher.

FOURTH AND FOLLOWING WEEKS:

Continue the above activities, getting involved in the classroom routine to the extent that the cooperating teacher allows, under her supervision and with her approval at all times.

BECA SENIOR LEVEL

PROGRAM

The Senior BECA Student Teacher

Each senior student assumes the role of student teacher in her assigned classroom, under the direct supervision of the cooperating teacher.

Each student teacher should receive guidance as she learns to assume responsibilities for the activities connected with teaching in a bilingual setting in the public schools.

OBJECTIVES OF THE BILINGUAL STUDENT-TEACHING PROGRAM

Each student teacher should--

1. develop an objective approach to understanding and dealing effectively with children and the learning environment;

2. demonstrate voice, speech, and grammatical characteristics in English and Spanish which are acceptable for teachers and adequate for effective oral and written communication in a bilingual education program;

3. demonstrate the ability to work cooperatively with staff members;

4. demonstrate the ability to deal effectively with "subject matter" problems;

5. demonstrate the ability to become aware of and describe personal strengths and weaknesses in subject-matter preparation;

6. demonstrate through actual practice the ability to plan for lessons and units which are of reasonable length and are appropriate for the chronological and educational level of the students;

7. demonstrate the ability to plan, organize, and implement a variety of teaching tasks in order to confront students with ideas from different sources, such as: lectures, discussions, bulletin boards, posters, charts, filmstrips, tapes, records, films, reading materials, individual exploration, field trips, etc. (teaching tasks in both English and Spanish);

8. demonstrate competence in effectively carrying out routine but highly important leadership tasks, such as: giving clear directions in English and/or Spanish, leading discussions in English and/or Spanish, opening and closing class activities, meeting unexpected emergencies with logical alternatives, etc.;

9. demonstrate the effective use of evaluative techniques to the extent that a reasonable judgment can be made about the progress of each student in both the language of instruction and the second language;

10. demonstrate confidence in the ability to cope with the teaching-learning environment;

11. demonstrate--through the kinds of activities planned and the manner in which educational problems are approached an awareness of the relationships which exist between school and community;

12. demonstrate a commitment to teaching as a profession;

13. demonstrate an understanding of and respect for the language and the culture of all students, individually and collectively, and show clearly her adherence to the tenet that each student has worth.

SUGGESTED SCHEDULE FOR BECA
STUDENT TEACHERS

WEEK	ACTIVITY	OBJECTIVES
First	Observation and planning	(1) Become familiar with policy, procedures, routines (2) Learn names of pupils, grouping patterns (3) Observe behavior of pupils and teacher (4) Select and plan first teaching activity with cooperating teacher
Second	Direct one teaching activity	(1) Define objectives (2) Plan and prepare activity for a small group (3) Evaluate the pupil attainment (4) Conduct self-evaluation and discuss with cooperating teacher
Third	Teach one unit (within a subject) example: science; unit "Weather"	(1) Familiarize with unit concepts (2) Plan, prepare, organize, write entire unit; (a)pre-test (b)unit initiating activity (c)objectives (d)materials (e)instruction/methods (f)activities(modes) (g)lesson plans (h)evaluation (3) Discuss with cooperating teacher (4) Implement (5) Self-evaluation
Fourth	Continue first unit, plan second unit within another subject area.	Same Process
Fifth	Begin third unit Evaluate previous units	Continue same pattern as above.

WEEK	ACTIVITY	OBJECTIVES
Sixth	Keep both activities; add a third. (You should be teaching approximately two to three hours each day).	Continue as above.
Seventh to Eighth	Continue teaching three. You should be teaching approximately two to three hours each day. Midterm evaluation conference.	Continue.
Ninth	Keep the three subject areas; add a fourth. You should begin teaching approximately three to four hours each day.	Continue.
Tenth to End	Continue teaching the four subject areas, for three to four hours each day. If you and the supervising teacher agree, build a teaching schedule for the entire morning and/or afternoon and teach one full week.	
Last weeks	Maintain usual responsibilities in the classroom; prepare for phasing out of the senior student-teaching program.	

Note: Major curriculum areas of concern during this period should be language arts, social studies, mathematics, and science. All student-teacher activities should include teaching experiences using the English language as well as teaching experiences using the Spanish language as a medium of instruction. This may be done on an alternating basis, decided upon by the supervising teacher and the student teacher.

THE ROLE OF THE BILINGUAL STUDENT-TEACHER

The student-teaching experience should be a continuous exploration and examination of educational possibilities. It should not necessarily be an occasion to "teach as we were taught" or to emulate the "experienced teacher." It should be an experience of supervised and analyzed responsibility and independent teaching.

The student teacher is advised to observe techniques and then create her own on the basis of what she has seen, experienced, and proven.

In order that the practicum be a pleasant, profitable, and worthwhile experience, there are certain responsibilities commonly expected of the student teacher.

1. Be punctual and dependable.
2. Dress in a manner appropriate to the dignity of the teaching profession.
3. Become familiar with school policies that relate to your responsibilities.
4. Become familiar with the school's curriculum program.
5. Approach each teaching day rested, relaxed, and physically alert.
6. Cultivate a good voice quality (a pleasant voice can be an asset in discipline and in student/teacher relationships).
7. Be willing to work; show an appreciation of and be receptive to constructive criticism.
8. Be familiar with professional organizations; learn the profession as well as the job.
9. Exhaust all sources of materials offered by the school.
10. Be responsible for knowing how to operate all audiovisual equipment.
11. Insofar as possible, get to know the community--its values, socioeconomic standards, etc.
12. Get involved in extracurricular activities (PTA and other parental-involvement activities, school programs, social functions, and so on).
13. Assist in the maintenance of classroom facilities (bulletin boards, housekeeping details, etc.).
14. Inform the university supervisor, cooperating teacher principal, and all other necessary personnel as soon as possible in the event of necessary absence.
15. Participate in in-service functions as they are made available through the college or the public schools.
16. Student teachers may not participate in administering corporal punishment to students, nor may they serve as "witnesses" as staff members administer corporal punishment.

REMEMBER THAT THE HOST SCHOOL AND COOPERATING TEACHER ARE PROVIDING A PROFESSIONAL COURTESY AND EXPECT ONLY COURTESY AND COMMON SENSE IN RETURN.

DEFER YOUR CRITICISM OF TEACHERS AND THEIR PRACTICES UNTIL AFTER YOU HAVE BEEN TEACHING FOR AT LEAST AN EFFECTIVE AND SUCCESSFUL YEAR (AFTER YOU "HAVE WALKED A MILE IN THEIR SHOES").

RESPONSIBILITIES OF THE BECA STUDENT-TEACHER

The activities and procedures scheduled by the cooperating teacher are the factors that determine the degree of success that the student teacher achieves. Among the activities and experiences with which the student teacher should be involved are the following:

1. Observing the cooperating teacher during the first week or two to learn the procedures concerning class changes, daily schedule, and general classroom operation.

2. Participating in the planning of lessons (beginning on the third day and continuing throughout the entire period).

3. Incidentally or spontaneously teaching one or more times during the semester, particularly on an individual or small group basis.

4. Assuming increasing responsibility for individual lesson plans and actual teaching (beginning at the start of the second or third week), with the approval of the cooperating teacher.

5. Observing other teachers, other grade levels, and other subject areas at some time during the semester.

6. Participating in staff-development activities (workshops and in-service sessions).

7. Teaching cooperatively with the cooperating teacher.

8. Discussing the effectiveness of her teaching with the cooperating teacher, the university supervisor, and the principal. (This should be a continuous process throughout the student-teacher program.) Follow-up conferences should be held by the cooperating teacher and the student teacher: the university supervisor and the cooperating teacher.

9. Conferences should be held involving the University supervisor, cooperating teacher, and the student teacher.

The cooperating teacher and the university supervisor are responsible for planning the schedule of experiences for the student teacher, though it is recognized that the schedule must be flexible enough to fit the unique needs and capabilities of each individual. The following schedule is offered only as a guide.

TIPS FOR THE STUDENT-TEACHER

1. Profit from your mistakes; don't repeat them.
2. Find things to do without being told.
3. Don't let your personal life interfere with your teaching.
4. Plan carefully (first in terms of major topics or units and then in terms of daily lessons).
5. Have your materials ready.
6. Be enthusiastic (and show it).
7. Get each period off to a good start.
8. Use the pupils' ideas as well as your own.
9. Keep your sense of humor.
10. Keep the attention of the group centered on the class activity.
11. If you don't know the answer, say so (then find out).
12. Help your pupils to see relationships in, and applications of, their different areas of learning.
13. Try to keep all the pupils interested. Don't let a few monopolize the activity or discussion.
14. Don't lose the group while you are working with an individual pupil.
15. Make full use of instructional aids (and remember community resources).
16. Stay away from excessive use of stereotyped expressions such as "OK", "all right," etc.
17. Optimize the lighting and ventilation in the room.
18. Avoid standing in front of windows, so the pupils won't have to face the light.
19. Use the ideas of the group whenever possible.
20. Move about while talking--but don't make it a mad dash or a nervous pacing.

21. Try to get variations into the tone and volume of your voice.

22. Don't try too hard to get the pupils to like you; win their respect first.

23. Assume responsibilities for room appearance and bulletin boards.

24. Use good taste in dress; care about your appearance.

25. Watch your speech habits--use correct grammar, good enunciation and pronunciation.

26. Watch your spelling.

27. Plan carefully in regard to details--handling materials, making arrangements in advance, etc.

28. Be proud that you are a teacher.

29. Be sure you have the attention of the full group before you begin discussion or make announcements.

30. Give the pupils a chance to discuss, answer questions, perform the demonstrations, etc. Don't do it all yourself!

OTHER DUTIES IN ADDITION TO TEACHING

Even during the observation period, students can be of assistance in checking roll, helping with the physical conditions of the room, aiding individual students, preparing bulletin-board material, etc. Later the supervising teacher may suggest other activities, such as the following:

1. Participating in issuing books and supplies.
2. Sharing playground and hall duties. (A certified teacher must always be present when the student teacher shares playground duty.)
3. Providing remedial instruction for an individual or a group.
4. Directing extracurricular activities.
5. Preparing, administering, scoring, and evaluating examinations.
6. Becoming acquainted with the nature and value of standardized tests.
7. Becoming acquainted with many members of the faculty and staff.
8. Participating in the keeping of attendance, scholastic, and personnel records.
9. Using audiovisual and other enrichment materials.
10. Participating in parent conferences whenever possible.
11. Learning to recognize communicable diseases.
12. Becoming familiar with the school library and its facilities.

ROLE OF THE

STUDENT TEACHING

SUPERVISORY PERSONNEL

THE IMPORTANCE OF COOPERATIVE EFFORT

"Together, teachers and trainees can change the system that is making too many young people helpless victims and dropouts from society. If properly approached and prepared, every trainee can and will give worthwhile assistance to the teacher.

When the teacher and the student work as a team, some problems and misunderstandings are avoided. The two should form a team and work toward improving the learning experiences of the children. The student trainee should be accepted for her worth by the teacher and assume the role of 'junior partner.' Professional growth seems more rapid when the two reach points of agreement concerning specific activities or general classroom management."

The more actively the preprofessionals participate in planning and operating their classroom activities, the more committed they are likely to be to the program.

These preprofessionals are a real asset in the classroom and to bilingual educaiton!

The Importance of the Cooperating Teacher

From the moment a college student is placed in a classroom, the teacher becomes a cooperating teacher, and thus a responsibility is added to her list. The position is quite demanding in terms of time, energy, and patience--but a challenging, interesting, and rewarding position for the classroom teacher.

The cooperating teacher occupies an important position in providing the laboratory experiences in the actual public school classroom for our university students interested in pursuing the teaching profession.

Although those in teacher education are well aware of and committed to those types of experiences which a new teacher should have, it is the classroom teacher who knows the specific experiences that can be best offered in a given classroom. It is often the classroom teachers's skill in organizing, skill in leadership, educational background, philosophy of education, and knowledge of pupils which will ultimately determine the effectiveness of the university student's experience in a given classroom.

ROLES AND RESPONSIBILITIES OF THE COOPERATING TEACHER

The professional person with whom the student teacher will spend many hours is her cooperating teacher. The cooperating teacher accepts direct responsibility for contributing and sustaining the social and professional growth of the student teacher. The cooperating teacher plays an important role in the orientation of the student by--

1. providing the student with basic orientation;
2. preparing the class to accept a student teacher as a second teacher in the classroom;
3. helping the student teacher become acquainted with the students;
4. assisting the student teacher in becoming oriented to the building;
5. aiding the student teacher to see her relationship to the entire school program;
6. assisting the student teacher in the recognition of theory in practice;
7. acquainting the student teacher with record-keeping procedures.

Throughout the student-teaching period, the supervising teacher shall endeavor to develop the professional growth of the student teacher. The supervising teacher should--

1. provide "model" or demonstration teaching for the student;
2. offer suggestions regarding discipline of students;
3. assist in setting reasonable standards of performance for students;
4. schedule regular conference periods with the student teacher;
5. furnish consultation and moral support as needed;
6. assist in analyzing and determining the value of the student teacher's various classroom experiences;
7. share in planning;
8. clarify responsibilities;
9. help the student to achieve competency through observation of her teaching;
10. assist in recognizing and relieving tensions, which can affect classroom environment.

The cooperating teacher promotes additional professional growth as she--

1. offers criticism--continual, specific, and constructive;
2. helps the student teacher recognize her strengths and weaknesses;
3. encourages participation of the student teacher in the professional and social activities of the staff;

4. demonstrates willingness to consider the use of new and different techniques;
5. acquaints the student teacher with available resources and instructional aides such as curriculum guides, course of study, teachers' manuals, etc.;
6. reports to the college supervisor regularly regarding the progress of the student teacher;
7. participates in in-service programs to enhance her professional background;
8. effectively evaluates the performance of the student.

The functions and responsibilities of the cooperating teacher may be summarized as follows:

1. To provide opportunities for the student teacher to observe the normal teaching-learning activities in the classroom to which she is assigned, and to attempt to interpret for the student the things which she observes.
2. To provide opportunities for student teachers to assist individual students and groups of students in their learning activities.
3. To open up and gradually increase opportunities for the student teacher to guide the learning activities of the whole class in various subject areas.
4. To assist the student teacher in planning, overcoming instructional problems, and evaluating her teaching.
5. To guide the student teacher in using teacher's manuals and guides, and in selecting or devising instructional materials and procedures.
6. To guide the student teacher in learning how to keep records, how to carry on general school and classroom duties, and how to work with other school personnel and with parents.
7. To inform the college personnel frankly of the student teacher's strengths, weaknesses, and progress; and to confer regarding the steps to be taken to assist a student teacher who encounters unusual difficulty.

Six Self-Evaluation Questions for the Cooperating Teacher

- What relationship exists between the student trainee and the cooperating teacher?
- Are the activities the student performs contributing to her growth?
- Is the cooperating teacher providing the learning experiences necessary?
- To what extent is the classroom teacher helping the student acquire a sound philosophy of education?
- Is the prospective teacher getting an opportunity to see good teaching demonstrated?
- Is the student being given enough opportunity to participate in some teaching activities?

RESPONSIBILITIES OF THE PRINCIPAL IN THE STUDENT TEACHER PROGRAM

The principal fulfills a special function in the student-teacher program. He serves as host, leader, and coordinator of the student-teacher program in his particular school. Some of the responsibilities of the principal in the student-teaching program are the following:

1. Creating a positive climate conducive to effective student teaching
2. Approving and recommending cooperating teachers who have contracted for a student teacher
3. Welcoming all student teachers and making them acquainted with their supervising teacher and other members of the staff
4. Orienting the student teacher to the school and its facilities
5. Holding an initial conference with the student teacher to acquaint her with the general policies and procedures of the school
6. Serving as an advisor to the supervising teacher and the student teacher
7. Reviewing and granting permission for the university supervisors and others connected with the student-teaching program to visit the classroom
8. Arranging and scheduling observations in subject areas and grade levels other than the student's teaching assignment.
9. Including the student teacher in staff-development activities for professional growth
10. Observing the student teacher as time permits during the semester
11. Assisting the supervising teacher in evaluating the student teacher

RESPONSIBILITIES OF AND SUGGESTIONS FOR THE UNIVERSITY SUPERVISOR

Throughout the student-teaching period, the university supervisor should--

1. hold detailed conferences with public school officials in cooperating schools for the purpose of explaining and/or facilitating the student-teacher program;
2. assist in the selection of cooperating teachers and the assignment of student teachers;
3. provide seminars and conferences for students prior to, during, and at the close of student teaching;
4. continually work for better cooperation and coordination between the academic and professional staffs;
5. become acquainted with the philosophies and practices of the cooperating school and orient the student teacher in this respect;
6. visit the student teacher frequently enough to make adequate checks on her progress;
7. provide guidance to the student teacher in adequately preparing written lesson plans;
8. see that supplies, equipment, and professional literature are made available to the cooperating teachers and student teachers;
9. assist the cooperating teacher in evaluating the student teacher, if necessary;
10. furnish information to guidance and placement offices about the student teacher;
11. plan in-service activities, if desired, for cooperating teachers and other cooperating school personnel that may be associated with the off-campus program;
12. serve as consultant to cooperating school systems upon request;
13. acquaint himself or herself with the personal and professional background of each student teacher.

THE APPRAISAL PROCESS

THE BECA PROGRAM APPRAISAL PROCESS

This appraisal effort is based on the philosophy and goals of TWU's Bilingual Education Teacher Training Program.

The goals have been redefined into competencies to be attained during and as a result of training. The ultimate goal is to positively affect pupil outcomes.

The purpose of the appraisal effort is three-fold; diagnostic, formative, and summative.

Formative evaluation is used to identify absent or weak skills and recommend instructional experiences to the student teacher so that improvement will result.

Summative analysis yields a comprehensive evaluation of the student teacher's proficiency, competency, behavior, and skills. The summative data is used to form cumulative judgements about the student teacher usually at the end of the training period but can also be taken at the end of semesters or at the end of an instructional block.

The appraisal process is an integrated and continuous process within the entire BECA training program. Because of this, many people will be involved in the process; the university supervisor, the university instructors and professors, the public school personnel, and the pupils with whom the student works. The university supervisor will be the one to assign the final grade for the student-teaching practicum.

During the preoperational appraisal stage, which is at entrance into the program, information about the student's

personality, language proficiency, attitude, experience, achievement, and aptitude are collected and determine acceptance into the program. The evaluation instruments used are; a personal interview, personal references, a biographical questionaire, a language proficiency test, a minimum grade point average and minimum college credit hours.

During the intermediate appraisal stage, university professors and instructors assign course grades based on the competencies attained during the specified time. The university BECA supervisor applies diagnostic measures during regular observations and plans conferences of the junior and senior BECA practicum.

One such measure is the Classroom Observation Report. During the practicum, the student is expected to improve her skills based upon self-evaluations and discussions with the cooperating teacher and university supervisor. The amount of improvement is recorded.

The university supervisor also has the option to take other measures as aides in diagnosing growth and formulating learning experiences. The Flanders' Interaction Analysis will become a regularly used method of measuring teacher-pupil interaction. Videotaping of short lessons and self-evaluations are presently being considered as an additional diagnostic and formulative measure for the BECA program.

At the end of the BECA training program, the summative evaluation stage unfolds. Here, the results of the total

training experience (junior and senior years) must be evaluated and judged. Because the appraisal has been continuous and ample opportunity has developed to strengthen weaknesses it is assumed that the practicum will be the true demonstration of whether the student can apply the skills and knowledge she has acquired during the training period.

The practicum allows the student to demonstrate that she is capable of managing a classroom, and an instructional program, and that she is able to utilize the knowledge base she has acquired. It does not mean however, that she is not in a learning stage.

At this time, the principal, the cooperating teacher and the university supervisor cooperatively evaluate the student teacher's performance and growth. The university supervisor has the option to use other instruments to measure the student teacher's abilities and readiness for actual teaching, such as micro-teaching, and criteria-references tests. It is recommended that the university supervisor also use pupil ratings, and self-evaluations as indices of teacher effectiveness.

For a complete scheme of the BECA appraisal process refer to page 70.

The process is theoretically based on the ideas of Gary D. Borich as published in The Appraisal of Teaching and adapted for use in the TWU BECA program. The process evolves around the goal and needs of the individual it affects, therefore it is flexible and adaptable and is a stage of envolvement.

BECA APPRAISAL PROCESS

1. College Credit hours
2. Grade Point Average
3. Interview and References
4. Language Proficiency Test
5. Biographical Questionnaire

1. Junior O. Report
2. Observations & Conferences (3)
3. Grades
4. *Flanders Interaction Analysis
5. *Likert Scales or Guttman Scale

1. Course Work
2. Observation of Student Teaching
3. Evaluations Principal/ Coop. Teacher
4. *Videotape Micro-teaching Self-Evaluation
   *Panel Evaluation
5. Criterion reference

*Suggested

OBSERVATION AND CONFERENCES

During the junior practicum and the student-teaching semester, the university supervisor will observe the progress of the student.

The student and the cooperating teacher will be informed of the criteria by which she will be evaluated and the kind of performance which is expected.

Conferences will follow each observation to insure that the student will have immediate feedback on progress and evaluation. Strengths and weaknesses will be discussed and a plan of action will be formulated.

The Observation Report will be used as a basis for observing certain types of behaviors during the junior and senior practicum. However, other behaviors can be added to the report in the form of a checklist.

The evaluation forms to be used for the junior and senior practicum experience follow.

APPRAISAL FORMS

BECA Observation Report

NAME OF STUDENT _____ DATE _____

COOPERATING TEACHER _____ GRADE _____

SCHOOL _____

Circle one of the numbers in the scale at the right of each item to indicate the level of attainment for each competency.

SCALE	Poor 1 Never	2 Rarely	Good 3 Sometimes	Very Good 4 Frequently	Excellent 5 Always

I. Language Component

1. Utilizes the pupils' first language as a medium of instruction towards second language acquisition	5 4 3 2 1
2. Applies knowledge of the formal structure of the pupils' first and second language	5 4 3 2 1
3. Applies theories of first and second language learning	5 4 3 2 1
4. Structures activities that develop the communication skills of pupils and correct language interference	5 4 3 2 1
5. Respects the language the pupil brings from home, using it as a base from which to teach standard forms of English and Spanish	5 4 3 2 1

II. Instruction Component

1. Applies knowledge of scope and sequence curriculum formats to identify, plan and implement instruction for pupils	5 4 3 2 1
2. Selects and uses materials that are culturally relevant and geared to different levels of learning	5 4 3 2 1
3. Incorporates the community resources into the instructional plan	5 4 3 2 1

4.	Clearly defines and uses instructional objectives as the base for each lesson	5 4 3 2 1
5.	Utilize different methods of grouping	5 4 3 2 1
6.	Utilize continual assessment as part of the learning process	5 4 3 2 1
7.	Utilize diagnostic data for the purpose of prescribing the instructional program	5 4 3 2 1
8.	Plans, selects, constructs instructional games, and activities that make learning enjoyable	5 4 3 2 1
9.	Makes presentations clear	5 4 3 2 1
10.	Uses child-directed activities to enhance learning	5 4 3 2 1
III.	Classroom Management	
1.	Utilize motivational techniques to stimulate interest	5 4 3 2 1
2.	Organizes and encourages student-directed activities	5 4 3 2 1
3.	Provides an environment that is conducive to learning	5 4 3 2 1
4.	Utilize individualized instructional techniques	5 4 3 2 1
5.	Knows where each pupil is in the learning process by developing and maintaining accurate and feasible record-keeping techniques	5 4 3 2 1
6.	Develops self-discipline of pupils	5 4 3 2 1
IV.	Culture	
1.	Encourages pride in the pupils' culture by providing culturally significant instructional materials and experiences	5 4 3 2 1
2.	Utilize music and art to develop knowledge of and pride in the pupils' culture	5 4 3 2 1
3.	Develops awareness and stimulates appreciation for other cultures.	5 4 3 2 1
4.	Demonstrates respect and acceptance of values that are associated with the pupil's culture--including customs, traditions, religion, etc.	5 4 3 2 1
5.	Uses knowledge of outstanding people from the pupils' culture in order to develop models	5 4 3 2 1

Evaluation Statement of TWU Junior Student

NAME OF BECA STUDENT_____ DATE_____

COOPERATING TEACHER_____ GRADE_____

SCHOOL_____

Please indicate your evaluation of the student by circling one of the numbers in the scale at the right of each item. Think in terms of growth made by the intern as well as her final achievement.
(Key: 5-superior; 4-better than average; 3-average; 2-fair; 1-poor.)

1.	Appearance (dress, neatness, cleanliness, posture, etc.)	5 4 3 2 1
2.	Voice (quality, control, volume, etc.)	5 4 3 2 1
3.	Use of oral English (correct usage, vocabulary, etc.)	5 4 3 2 1
4.	Use of written English (spelling, handwriting, etc.)	5 4 3 2 1
5.	Use of oral Spanish (correct usage, vocabulary, etc.)	5 4 3 2 1
6.	Use of written Spanish (spelling, handwriting, etc.)	5 4 3 2 1
7.	Enthusiasm for and interest in teaching	5 4 3 2 1
8.	Maintenance of a professional attitude	5 4 3 2 1
9.	Effect of student on pupils (commands respect, etc.)	5 4 3 2 1
10.	Dependability (attendance, promptness, etc.)	5 4 3 2 1
11.	Initiative (volunteers, asks questions, contributes)	5 4 3 2 1
12.	Understanding of children's behavior and problems	5 4 3 2 1
13.	Control of children (individuals, small and large groups)	5 4 3 2 1

14.	Planning in advance (for or with children, with teacher)	5 4 3 2 1
15.	Skill in making and using teaching aids, etc.	5 4 3 2 1
16.	Skill in operating and using audiovisual equipment	5 4 3 2 1
17.	Skill in questioning, explaining, illustrating	5 4 3 2 1
18.	Skill in evaluating children (checking papers, insight into children's growth and progress, etc.)	5 4 3 2 1
19.	Self-confidence (in general)	5 4 3 2 1
20.	Cooperative attitude	5 4 3 2 1

AN EVALUATIVE SUMMARY STATEMENT WILL GREATLY CONTRIBUTE TO THIS EVALUATION. PLEASE USE THE REVERSE SIDE FOR THIS PURPOSE.

Principal's Evaluation
of
BECA Student

The principal is invited to participate in the evaluation of the student, if he feels that his contact with the student has been sufficiently extensive to warrant the evaluation. This form should be handed to the university supervisor.

Please return by _____

Student _____ Grade Level _____

	No basis for judgment	Satisfactory	Unsatisfactory	
1. Personal appearance:				
2. Professional attitude:				
3. Rapport with cooperating teacher:				
4. Rapport with other faculty and staff:				
5. Rapport with pupils:				
6. General teaching competence: (if you have observed)				

7. Would you want this person on your faculty? Yes No

Comments:

Principal _____ Date _____
School _____

Mid-Term Evaluation
Of BECA Student Teachers

NAME _____ DATE _____

GRADE ASSIGNMENT _____ SCHOOL _____

COOPERATING TEACHER _____

Teaching Competencies

Please indicate your evaluation of the student by circling one of the numbers in the scale to the right of each item.
(Key: 5-outstanding; 4-quite promising; 3-average; 2-weak; 1-seriously deficient.)

I. Personal Qualities

1.	Effectiveness of Speech	5 4 3 2 1
2.	Use of English	5 4 3 2 1
3.	Use of Spanish	5 4 3 2 1
4.	Appearance	5 4 3 2 1
5.	Cooperation and loyalty	5 4 3 2 1
6.	Initiative	5 4 3 2 1

II. Professional Attitude

1.	Understanding children	5 4 3 2 1
2.	Enthusiasm about work	5 4 3 2 1
3.	Dependability	5 4 3 2 1
4.	Attention to suggestions	5 4 3 2 1
5.	Sympathetic interest in children	5 4 3 2 1
6.	Professional interest	5 4 3 2 1

III. Teaching and Management

1.	Adapting instructional materials	5 4 3 2 1
2.	Selecting learning activities	5 4 3 2 1
3.	Skill in questioning	5 4 3 2 1

4.	Giving of workable assignments	5 4 3 2 1
5.	Evaluating pupil growth	5 4 3 2 1
6.	Developing interests	5 4 3 2 1
7.	Working with entire class	5 4 3 2 1
8.	Working with small groups	5 4 3 2 1
9.	Working with individuals	5 4 3 2 1
10.	Preparing and planning	5 4 3 2 1

Final Evaluation
of BECA Student Teachers

NAME_____ DATE_____

GRADE ASSIGNMENT_____ SCHOOL_____

COOPERATING TEACHER_____

I. Please indicate your evaluation of the student by circling one of the numbers in the scale at the right of each item. Think in terms of growth made by the student as well as her final achievement.
(Key: 5-superior; 4-better than average; 3-average; 2-fair; 1-poor.)

1.	Appearance (dress, neatness, cleanliness, posture, etc.)	5 4 3 2 1
2.	Voice (quality, control, volume, etc.)	5 4 3 2 1
3.	Use of oral English (correct usage, vocabulary, etc.)	5 4 3 2 1
4.	Use of written English (spelling, handwriting, etc.)	5 4 3 2 1
5.	Use of oral Spanish (correct usage, vocabulary, etc.)	5 4 3 2 1
6.	Use of written Spanish (spelling, handwriting, etc.)	5 4 3 2 1
7.	Enthusiasm for and interest in teaching	5 4 3 2 1
8.	Maintenance of a professional attitude and a striving for professional growth (willingly accepts and seeks professional help, attends in-service sessions provided, etc.)	5 4 3 2 1
9.	Effect of student on pupils (commands respect, etc.)	5 4 3 2 1
10.	Dependability (attendance, promptness, etc.)	5 4 3 2 1
11.	Initiative (volunteers, asks questions, contributes)	5 4 3 2 1
12.	Understanding of children's behavior and problems	5 4 3 2 1

13.	Control of children (of individuals and of small and large groups)	5 4 3 2 1
14.	Advance planning (for or with children, with teacher)	5 4 3 2 1
15.	Skill in making and using teaching aids, etc.	5 4 3 2 1
16.	Skill in using (and operating) instructional materials and equipment	5 4 3 2 1
17.	Skill in questioning, explaining, illustrating	5 4 3 2 1
18.	Skill in evaluating children (checking papers, insight into children's growth and progress, etc.)	5 4 3 2 1
19.	Self-confidence (in general)	5 4 3 2 1
20.	Cooperative attitude	5 4 3 2 1

II. Place a check mark before the description below which, in your opinion, most nearly describes your student teacher's professional potentiality. If you believe that two descriptions are applicable, feel free to indicate this fact by checking both of them.

_____The student teacher still falls short of being ready to take on a regular teaching position. She needs further improvement before I could honestly predict success for her as a beginning teacher.

_____The student teacher is making progress and shows promise. For her own good, however, it would probably be best if she could continue to receive close supervision for a while in her first position.

_____The student teacher has done a reasonably good job, and I believe that she is now competent to handle a classroom of her own satisfactorily.

_____The student teacher has done a very good job. I am convinced that she will be an asset to any school system in which she may be employed and that she may even become a superior teacher.

_____The student teacher has done an unusually good job. With a little more opportunity for professional growth--which will come from having a teaching position of her own--she is almost certain to become an outstanding teacher.

_____The student teacher has done such an outstanding job that I believe that she will be a superior teacher even in her first year of teaching.

III. Please give a brief description of the student teacher's performance as related to each of the areas listed below. Feel free to mention both strengths and weaknesses which are characteristic of the student. The purpose of this material is description, rather than comparison or grading.

Attitudes toward student teaching, pupils, a teaching career, etc.:

_____

_____

Relationships with pupils:

_____

_____

Preparation of teaching plans and materials, readiness for classroom tasks:

_____

_____

Management and direction of pupil learning activities:

_____

_____

Participation in school activities other than classroom teaching:

_____

_____

Relationships with professional personnel of the school:

_____

_____

Personal habits, social skills, emotional maturity, ethical standards, grooming, etc.:

_____

_____

Intellectual quality, academic preparation, ability to grow professionally:

_____

_____

In which area(s) is this student strongest?

_____

_____

SUPPLEMENTARY

BILINGUAL STUDENT

TEACHER ASSESSMENT

FORMS

CHECKLIST OF CHARACTERISTICS OF A GOOD BILINGUAL ELEMENTARY CLASSROOM

Angela B. García, Janie de la Cerda, Mary Lou Mason
San Jose Area Bilingual Consortium
with
Educational Evaluation and Research, Ind.

April, 1979

The majority of the items included in this checklist have been adapted from the State of California Bilingual Program Quality Review Instrument. Most of the items are based on both expert experience in bilingual education as well as studies of the methodology of teaching children of limited or non-English proficiency or second language instruction research.

The checklist is divided into items which can be observed (items 1-7) and others which can be obtained through an interview with the teacher and checking of classroom records (the remaining 31 items). Where possible teacher comments should be supported by written records.

INSTRUCTIONS

1. Fill out the information required at the top of the first page--teacher and school names, grade(s) taught, and date observed. The "Time-In" and "Time-Out" information is particularly important to be able to explain events which may result for time of school day. "Time Observed" provides valuable information for scheduling of teacher and administrator time and providing a measure of the availability of records.

2. Observation of items 1-7 should last at least as long as indicated for each item: A Spanish language reading session should be observed in its entirety; an ESL and SSL lesson for 10 minutes each. If the observation of these areas differs from the times noted, then the actual times spent should be noted next to the item. For example, if an ESL lesson is observed for 20 minutes, that should be noted next to item #3 (write "Observed 20 min.).

3. For every item check Yes if the item was observed, No if it was missing and NC (no chance to observe) if the item was unavailable for observation or examination, or some other factor external to the teacher and the classroom presented the gathering of the data.

4. Since the area of bilingual education is rapidly developing and changing, some of these items may still be controversial. Current or future research may indicate that some of these items are less crucial than currently supposed. If you find research that supports the methods or techniques implied by these items, or if you find evidence which supports alternative methods, please send us copies of the findings so that we may disseminate the information to other teachers of bilingual children.

5. An instrument such as this can be easily misused. In developing this checklist, we aimed to help clarify bilingual education components so that teachers and administrators could work colleagially to improve the bilingual program for Spanish speaking children.

SAN JOSE AREA BILINGUAL CONSORTIUM

CHARACTERISTICS OF A GOOD SPANISH/ENGLISH BILINGUAL CLASSROOM

A Checklist for Teachers and Administrators

Pilot Copy

Teacher _____ Grade____ School _____

Date _____ Observer/Interviewer _____

Time In _____ Time Out _____ Time Observed _____

I. OBSERVATION ITEMS

1. Are Spanish language reading sessions conducted solely in Spanish? (Observe an entire Spanish reading lesson.)

   Yes _____ No_____ NC _____

2. Are a variety of materials available for Spanish reading instruction?

   a. Texts and workbooks Yes ___ No ___ NC ___
   b. Books and magazines Yes ___ No ___ NC ___
   c. Games and manipulatives Yes ___ No ___ NC ___
   d. Audio-visual aides Yes ___ No ___ NC ___

3. Is English the only language used for ESL lessons? (Observe for 10 minutes.)

   Yes _____ No _____ NC _____

4. Are second language lessons conducted in groups of seven or fewer?

   a. Spanish Yes ___ No ___ NC ___
   b. English Yes ___ No ___ NC ___

5. Are a variety of home culture and multicultural materials in Spanish available?

   a. Textbooks and workbooks Yes ___ No ___ NC ___
   b. Books and magazines Yes ___ No ___ NC ___
   c. Games and manipulatives Yes ___ No ___ NC ___
   d. Audio-visual aides Yes ___ No ___ NC ___

6. Are a variety of materials available for Spanish math instruction?

a. Textbooks and workbooks	Yes ___	No ___	NC ___
b. Books and magazines	Yes ___	No ___	NC ___
c. Games and manipulatives	Yes ___	No ___	NC ___
d. Audio-visual aides	Yes ___	No ___	NC ___

7. Are SSL lessons conducted only in Spanish? (Observe for 10 minutes.)

Yes _____ No _____ NC _____

II. INTERVIEW AND RECORDS CHECKING

A. Spanish Language Instruction

1. Do records show assessment of Spanish language proficiency at least in the Fall and Spring?

Yes _____ No _____ NC _____

Test Title: _____
Percent of class tested: _____

2. Can the teacher give at least 3 examples of how she/he used a Spanish skills continuum for grade level?

Yes _____ No _____ NC _____

3. Does the teacher have a log of Spanish oral and written language instruction indicating at least 1 lesson daily for K-3, at least twice weekly for grades 4-6?

Yes _____ No _____ NC _____

4. Does the teacher have updated (weekly) student profiles on the Spanish reading skills contiuum?

Yes _____ No _____ NC _____

5. Can the teacher give at least 3 examples of how Spanish reading continuum has been used?

Yes _____ No _____ NC _____

6. Does the teacher's schedule show Spanish reading instruction for at least 50 minutes a day?

Yes _____ No _____ NC _____

7. Do records show at least monthly assessment for LEP/NEP students in Spanish reading instruction?

   Yes _____ No _____ NC _____

   Which procedure/test: _____

B. English as a Second Language Instruction

8. Do records show assessment of English language proficiency at least Fall and Spring?

   Yes _____ No _____ NC _____

   Test Title: _____
   Percent of class tested: _____

9. What method and techniques does the teacher use to teach second language?

   a. (Did teacher give at least 3 techniques of SL; Repetition ___; Drills: Repetition ___; Minimal Pair ___; Pattern Practice ___; Activities: Dialogues ___; Plays ___; Language Games ___; Role Playing ___; Other ___;

   Yes _____ No _____ NC _____

   b. (Did teacher give appropriate names of methods and techniques such as Audio-lingual ___; Direct Method ___; Total Physical Response/Audio Motor Response ___; Eclectic ___; Other _____

   Yes _____ No _____ NC _____

10. Does log or schedule show daily ESL instruction for each LEP/NEP student? How many minutes _____

    Yes _____ No _____ NC _____

11. Can the teacher give at least 3 examples of how she/he uses an ESL continuum in the classroom?

    Yes _____ No _____ NC _____

12. Does the teacher have updated (weekly) profiles for each LEP/NEP student receiving ESL instruction?

    Yes _____ No _____ NC _____

13. Does the teacher have written criteria for introducing English reading to LEP/NEP students?

    Yes _____ No ___ ___ NC _____

14. Can the teacher describe the criteria used for deciding when to introduce English reading to LEP/NEP students?

    Yes _____ No _____ NC _____

15. Have all LEP students placed in English reading met the criteria for English reading instruction according to test records?

    Yes _____ No _____ NC _____

C. Home Culture Instruction

16. Does the teacher have at least five instructional units on the home culture?

    Yes _____ No _____ NC _____

17. Do teacher records show that at least 3 multicultural units have been taugth?

    Yes _____ No _____ NC _____

    a. Can teacher give at least 2 examples of activities within those multicultural units which were implemented?

       Yes _____ No _____ NC _____

18. How many hours/week do records show that Hispanic community volunteers assist in the classroom?

    No Hours ___; 1 to 5 ___; 6 to 10 ___; More than 10 ___,

19. How many Hispanic community events has the classroom participated in?

    0 ___; 1-2 ___; 3 or more ___.

20. How many points of interest in the Hispanic community has the class visited?

    None ___; 1-2 ___; 3 or more ___.

D. Mathematics Instruction

21. Does schedule show daily math instruction in Spanish for LE/NEP?

    Yes _____ No _____ NC _____

22. Does the teacher have a math manual in Spanish for use with the Spanish student math materials?

    Yes _____ No _____ NC _____

E. Spanish as a Second Language Instruction

23. Do records show that FEP students receive at least 30 minutes a day of SSL?

    Yes _____ No _____ NC _____

24. Can teacher display guide or sequence of lessons for SSL?

    Yes _____ No _____ NC _____

25. Does teacher have written criteria for introduction of Spanish reading to FEP students?

    Yes _____ No _____ NC _____

26. Can the teacher describe the criteria sued for deciding when to introduce Spanish reading to FEP students?

    Yes _____ No _____ NC _____

27. Have all FEP students placed in Spanish reading met the criteria for Spanish reading instruction according to test records?

    Yes _____ No _____ NC _____

F. Models or Approaches

28. "Will you please describe at least two Bilingual Education models or lesson delivery approaches? (1) _____
    _____ (2) _____
    _____

29. Can the teacher define the following approaches?

    a. Language Dominant grouping: Yes ____ No ____
    b. Preview-Review: Yes ____ No ____
    c. Alternate Language: Yes ____ No ____
    d. Concurrent Method: Yes ____ No ____
    e. Other:_____ Yes ____ No ____

30. "Which approaches do you use and how do you use them?"

Language Arts	
Reading	
Math	
Science	

G. Reclassification Criteria

31. Does the teacher have written criteria for reclassifying LEP/NEP students as Fluent English Proficiency?

Yes _____ No _____ NC _____

Self-Evaluation Checklist of
The Ideal Teacher of Mexican Americans

I. Personal Orientation

As an effective teacher for a Bilingual/Bicultural program, I demonstrate:

_____1. The belief that cultural diversity is a worthy national goal.
_____2. A respect for the culturally different child and the culture he brings to school.
_____3. The conviction that the culture a minority child brings to school is worth preserving and enriching.
_____4. An awareness that cultural and linguistic differences are positive, individual differences.
_____5. A commitment to enhance the minority child's positive self-image.
_____6. A positive self-concept of his/her ability to contribute to a Bilingual/Bicultural program.
_____7. A willingness to learn more about bicultural education.
_____8. A confidence in culturally different minority children and their ability to learn.
_____9. Flexible human relations.
_____10. A capacity to contribute and share ideas.

II. Professional Orientation

As an effective teacher for a Bilingual/Bicultural program, I demonstrate:

_____1. Competency and effective experience as a school teacher of culturally and linguistically different children.
_____2. A knowledge of areas related to bicultural and multicultural education: linguistics, reading, oral language assessment, etc.
_____3. Literacy in the minority language or dialect of the target population. (Facility in the four language games used in teaching minority children.)
_____4. A facility in applying modern approaches to the teaching of concepts, skills, and performances.
_____5. Ability and a resourcefulness in adapting materials to make them culturally relevant to the minority child.
_____6. A readiness to participate in team-teaching and other innovative staffing patterns.
_____7. An awareness of the implications of culture to learning.
_____8. A knowledge of the research in bicultural education and its relevance.

_____9. A willingness to work cooperatively with other adults (teacher aides, parents, community resource people, etc.) in a classroom setting.
_____10. A loyalty and a commitment to the objectives of the Bilingual/Bicultural education program approach.
_____11. An interest in seeking out additional innovative approaches in the continuing search for better ways to "reach" culturally different students in our public schools.

III. Community Orientation

As an effective teacher for a Bilingual/Bicultural program, I demonstrate:

_____1. A recognition of the legitimate role that parents have in the educative process.
_____2. A readiness to participate in a variety of the minority community activities.
_____3. A desire to involve minority parents and community residents in school-community programs.
_____4. A knowledge and understanding of the minority community and its dynamics.
_____5. A recognition that genuine community involvement in school related activities can be a positive asset rather than a liability.
_____6. A willingness to receive guidance and support from members of the minority community regarding the special needs of their children.
_____7. An organizational facility and skill in sponsoring community service projects and programs to benefit the target community.
_____8. (In short) A genuine sensitivity to the desires and needs of the target minority communities which his/her school serves.

Adapted from: Preparing Teachers of Mexican Americans: A Sociocultural and Political Issue, National Educational Laboratory Pub., Austin, Texas

APPENDIX

Texas Woman's University
Graduate Catalog, Program Policies

The student-teaching program at Texas Woman's University, like any organizational structure, requires the establishment of policies in order to insure consistent quality and to maintain a potential for supplying satisfactory experiences for students. Exceptions to the policies are few in number, and requests for exceptions should be made only under the most dire circumstances. When exceptions are made, they will be based upon the following criteria: the quality of the student-teaching experience; the maintenance of program standards; and special needs of individual student teachers.

The following policies are applicable to both the junior- and senior-level student-teaching experiences of all BECA students.

1. All prospective student teachers, including postbaccalaureate students who have only certification as a primary goal, must be admitted to the Teacher Education Program the semester prior to student teaching.

2. Student teachers will not be placed for student teaching in schools where members of the student teacher's immediate family are staff members.

3. Student teachers will not be assigned to student teach in schools which they have attended as students.

4. Students are discouraged from taking any courses other than student teaching during the student-teaching semester with the exception of those designated for the students in the elementary block.

5. Students will be encouraged to refrain from working outside the student-teaching program during student teaching. While the university certainly will not deter from working those students who need the money to stay in school, it will discourage students from engaging in any activity which will endanger success in a task as critical to the making of a professional as student teaching.

6. Elementary student teachers will eventually assume total responsibility for a class during the semester. Gradual accretion of teaching duties throughout the initial portion of the student-teaching experience will lead to the capability to assume total responsibility.

7. Elementary student teachers seeking endorsements for kindergarten will complete one-half of the experience in kindergarten and the remainder of the semester in elementary grades one through six.

8. No more than one student teacher may be assigned to one elementary classroom cooperating teacher in a self-contained classroom during the same semester.

9. The university supervisor will explain the time devoted to student teaching, the calendar, and scheduling at the pre-student teaching meeting.

10. Student teachers will meet the standards of dress, personal appearance, and professional behavior expected of the school staff to which they are assigned. The university does expect its student teachers to participate as fully as possible as members of the staff to which they are assigned. If student teachers expect recognition as participating members of the school staff, then they are obliged to follow the policies which other staff members in that system follow.

11. Student teachers will have access to materials through the Curriculum Materials Center which is located in the MCL Building. Students are responsible for obtaining and returning materials.

12. Student teachers will not be excused from any student teaching responsibilities.

13. Absence from the classroom will be acceptable only in cases of personal illness or death in the immediate family. Excessive absences will result in extension of the student teaching experience or withdrawal from the program. When an absence cannot be avoided, the student teacher should communicate immediately with the cooperating teacher and the university supervisor. In no case should a student teacher be absent without giving the cooperating teacher some foreknowledge of the absence. If the absence is longer than one day, the student teacher should call before the end of each day.

14. Student teachers will be present at all school related functions which the cooperating teachers are expected to attend, such as staff meetings, P.T.A. meetings, athletic events, open house, and in-service (staff development) meetings.

15. The student teacher may not perform as a substitute teacher during the student-teaching semester.

16. A student teacher whose progress in student teaching is considered unsatisfactory may, upon recommendation of the cooperating teacher and the university supervisor, be withdrawn from the student-teaching program by the university coordinators.

17. The university supervisor is ultimately responsible for the final evaluation of the student teacher.

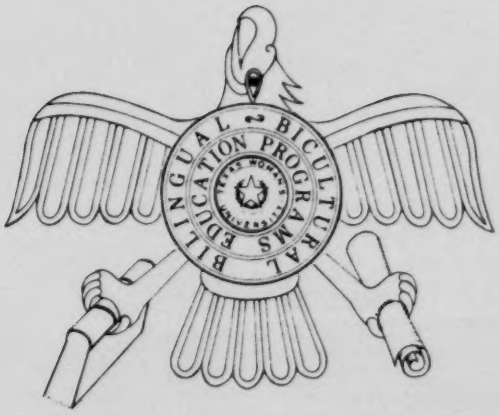
18. The student teacher should discuss any questions relating to the final evaluation grade in student teaching only with the university supervisor.

19. Student teachers may not participate in administering corporal punishment to students, nor may they serve as "witnesses" as staff members administer corporal punishment.

20. The student teacher is responsible for initiating conferences with the cooperating teacher. The student teacher should also confer regularly with the university supervisor.

21. The student teacher, prior to the completion of the requirements for graduation, should see the Director of Teacher Education and Certification Officer who will assist the student in making application to the Texas Education Agency for a teaching certificate. This can be done at MCL 408.

22. A certified teacher must always be present when the student teacher shares playground or recess duty at the school where she is assigned.



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